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ABSTRACT

Prepared for the members and staff of the National Commission on Libraries and Information Science (NCLIS), this report responds to the April 1985 charge to the White House Conference on Library and Information Services Preliminary Design Group to: (1) make recommendations on the kinds of appointments which should be made by the President, Senate, House, and NCLIS to the 30-member National Advisory Committee, taking into consideration minority representation and geographic distribution; (2) prepare a preliminary design which will recommend the scope and focus of the conference; (3) frame the different alternatives for financing the conference; and (4) initiate planning for the schedule of events leading to the conference. Library and information services for productivity, library and information services for literacy, and library and information services for democracy are proposed as the three overarching themes of the 1989 White House Conference. Following an introduction and executive summary, this document includes the following sections: The Context for Planning the 1989 White House Conference on Library and Information Services; The Scope and Focus of the 1989 White House Conference; Administration of the White House Conference; White House Conference Planning Timeline; and Building Support for the White House Conference. Appendices include position descriptions of the advisory committee members; the advisory committee composition chart; potential sources for interagency task force members; examples of organizations and interests for possible program team membership; and a description of preliminary design group meetings and activities. (THC)

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White House Conference
on Library and Information Services
Preliminary Design Group Members

William G. Asp, Design Group Chair
Minnesota Office of Library Development and Services
White House Conference on Library and Information Services Task Force

Gordon M. Ambach
New York State Education Department
National Commission on Libraries and Information Science

Charles Benton, Ex Officio
Public Media, Inc.
National Commission on Libraries and Information Science

Daniel Carter
Walter Ulrich Consulting
National Commission on Libraries and Information Science

Robert Chartrand, Ex Officio
Library of Congress, C.R.S.

Barbara Cooper
Gale Research Company
White House Conference on Library and Information Services Task Force

Bruce Daniels
Rhode Island Department of State Library
White House Conference on Library and Information Services Task Force

Wayne Johnson
Wyoming State Library
Chief Officers of State Library Agencies

Patricia Klinck
Vermont Department of Libraries
Chief Officers of State Library Agencies

Bridget Lamont
Illinois State Library
Chief Officers of State Library Agencies

Byron Leeds
National Commission on Libraries and Information Science

Margaret Phelan
Phelan Business Research
National Commission on Libraries and Information Science

Jule Shipman
White House Conference on Library and Information Services Task Force

Joseph F. Shubert
New York State Library
Chief Officers of State Library Agencies

Lotsee Smith
University of Oklahoma School of Library Science
White House Conference on Library and Information Services Task Force

Amanda Williams
White House Conference on Library and Information Services Task Force

Mary Alice Reszetar, National Commission on Libraries and Information Science, Associate Director
White House Conference Program Officer

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I. Introduction

In April, 1985, National Commission on Libraries and Information Science (NCLIS) Chair Elinor Hashim appointed the White House Conference on Library and Information Services Preliminary Design Group. Composed of members from the local, state and federal levels, the representatives are from the Chief Officers of State Library Agencies (COSLA), the White House Conference on Library and Information Services Task Force (WHCLIST) and NCLIS. The Design Group was asked to:

1. Make recommendations on the kinds of appointments which should be made by the President, Senate, House and NCLIS to the 30 member National Advisory Committee (National Conference Committee), taking into consideration minority representation and geographic distribution,

2. Prepare a preliminary design which will recommend the scope and focus of the Conference,

3. Frame the different alternatives for financing the Conference, and

4. Initiate planning for the schedule of events leading to the Conference.

This report responds to that charge and offers suggestions to help advance planning for the 1989 White House Conference. Prepared for the members and staff of the National Commission on Libraries and Information Science, the report also will be useful to the White House Conference Advisory Committee and its staff, and to others who will assist in planning the 1989 White House Conference.

The Preliminary Design Group recognizes that many individuals and groups will have varying opinions about the organization and the focus of the Conference. We encourage NCLIS to widely distribute this report and to continue seeking ideas and suggestions from all persons and organizations interested in the 1989 White House Conference. The success of the Conference requires widespread involvement of the library community and of other interested organizations in Conference planning.

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II. Executive Summary

Legislation pending in Congress authorizes a 1989 White House Conference on Library and Information Services. To begin planning for that Conference, the National Commission on Libraries and Information Science (NCLIS) established the White House Conference on Library and Information Services Preliminary Design Group. NCLIS has submitted to the Office of Management and Budget a preliminary budget estimate to begin planning the Conference. National library and information science organizations have expressed interest in and support for the Conference.

Library and information services for productivity, library and information services for literacy, and library and information services for democracy are proposed as the three overarching themes of the 1989 White House Conference. The Conference is a process for widespread discussion of issues relating to these themes and to other concerns for library and information services at local, state, regional and national levels. Participants in Conference activities at all levels will identify and assist in focusing issues, and develop recommendations for action. Subject specialists prepare information for use in issue discussions, and later prepare option papers and other materials to support the agenda for the national conference.

Considerable flexibility is recommended for program activities leading to the 1989 White House Conference. Substate, state and multistate activities addressing library and information services issues, or any combination of activities at these levels, should be permitted, and pending legislation should be amended to allow this flexibility. The White House Conference process must be viewed as a reflection of the federal system in which major decisions are made at all levels of government and in which intergovernmental cooperation is essential.

The pending legislation creates a White House Conference Advisory Committee. The Preliminary Design Group provides a recommended position description for Advisory Committee members, and a chart identifying categories of persons sought, characteristics, and geographic location. While the Advisory Committee is being appointed, NCLIS should appoint an interagency task force of persons from federal agencies whose missions relate to the Conference themes to begin implementation of the authorizing legislation. The Advisory Committee is encouraged to create a program team of subject specialists for each of the Conference themes to assist in planning and to prepare Conference materials. Operations Teams are proposed to assist in management of the Conference.

Conference staff and funds must be secured, and detailed planning of Conference events and activities must begin. Full-time Conference staff must be hired. Additional staff may be available on loan from other federal agencies, from libraries and library, information science and other associations having an interest in the Conference, and on contract for preparation of specific papers and documents. Alternatives for financing the Conference include federal support for all conference activities, a combination of federal and state or private funds, and private support for all Conference activities. Major activities and events leading to the Conference and following the Conference are identified in a Planning Timeline.

The success of the Conference requires widespread involvement in Conference planning. The Preliminary Design Group encourages NCLIS to continue seeking ideas and suggestions from all persons and organizations interested in planning the 1989 White House Conference on Library and Information Services.

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III. The Context for Planning the 1989 White House Conference on Library and Information Services

The first White House Conference on Library and Information Services, held November 15 through 19, 1979, was the culmination of 57 state, territorial and theme conferences and other meetings that involved more than 100,000 persons in grass roots discussion of critical issues affecting library and information services.

More than 3,000 resolutions were passed at the pre-White House Conferences, many recommending action at state and local levels to strengthen library and information services. Annual summary reports submitted since 1980 by state library agencies and members of the White House Conference on Library and Information Services Taskforce (WHCLIST) document increases in state appropriations for library and information services, establishment of new grant programs, formation of many statewide Friends of Libraries organizations, expanded continuing education opportunities, and many other significant changes. No one can claim that these improvements occurred only because of the White House Conference or the state level conferences, but many people agree that these conferences helped focus attention on critical issues and helped build broader public support for improved library and information services.

The national White House Conference brought together more than 3,600 participants, including 806 voting delegates, to discuss library and information services issues and to develop recommendations for strengthening services. Delegates passed 64 resolutions urging action by appropriating authorities, policy makers, government agencies and librarians to improve library and information services. By 1985, action had been taken to implement, at least in part, 55 of these resolutions.

One of the recommendations (Resolution F-3) of the first White House Conference on Library and Information Services is "...that a White House or Federal Conference on Library and Information Services be held every decade to establish the national information goals and priorities for the next decade, to assure effective transfer of knowledge to citizenry, and to accomplish this goal in light of accelerated changes in information technology and practices."

Two resolutions (Resolutions F-1 and F-5) adopted by the 1979 White House Conference on Library and Information Services called for the National Commission on Libraries and Information Science to convene a group, with delegates from each state, territorial or special delegation to the Conference, to plan, implement and follow up resolutions from the conference.

In response to these resolutions, the White House Conference on Library and Information Services Task Force (WHCLIST) was formed in September, 1980. For the past five years, WHCLIST has monitored implementation of the 64 resolutions passed by the 1979 White House Conference and has worked toward a 1989 White House Conference on Library and Information Services. The American Library Association has adopted a resolution encouraging a 1989 White House Conference, and most other national library and information service organizations have expressed interest in and support for such a conference.

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The National Commission on Libraries and Information Science (NCLIS) which coordinated pre-White House Conferences between 1977 and 1979, and organized and conducted the 1979 White House Conference, also has taken steps toward a 1989 White House Conference. At its July, 1984 meeting, NCLIS adopted a resolution to:

1. Request commitment by the President, the United States Senate, and the United States House of Representatives, to the planning and conduct of a national conference on library and information services in 1989.

2. In consultation with the Executive Office of the President, leadership of the United States Senate and the United States House of Representatives, WHCLIST, and the major national associations representing library and information services, designate during the latter half of Fiscal Year 1985, and subject to the availability of funding, a preliminary Conference Design Group to initiate planning for appointment of a National Conference Committee (to be made in Fiscal Year 1986) and for the agenda of the Conference and the schedule of events leading to the Conference; and

3. Recommend that the President's Fiscal Year 1986 budget request include funds to support the work of the National Conference Committee in planning the 1989 Conference.

An essential step in the process of achieving a 1989 White House Conference on Library and Information Services was taken in April, 1985, by Senator Claiborne Pell (Rhode Island) and Representative Bill Ford (Michigan) who introduced identical resolutions S. J. Res. 112 and H. J. Res. 244, calling for a 1989 White House Conference. During the fall of 1985, other Senators and Representatives have joined as co-sponsors of this legislation.

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IV. The Scope and Focus of the 1989 White House Conference

This chapter addresses the White House Conference process. The purpose of the proposed 1989 White House Conference on Library and Information Services is reviewed. Planning assumptions made by the Preliminary Design Group are detailed. Conference themes are proposed, and recommendations are made for processes to identify issues within these themes. Activities leading to the Conference are proposed, suggestions are made for conduct of the Conference itself, and activities to follow the Conference are identified.

Purpose

Pending legislation (S.J. Res. 112 and H.J. Res. 244) states that: "The purpose of the White House Conference on Library and Information Services shall be to develop recommendations for the further improvement of the library and information services of the Nation and their use by the public, in accordance with the findings set forth in the preamble to this joint resolution." Senator Pell and Congressman Ford, in introducing the joint resolutions, call for grass roots involvement by the American public including library users, civic leaders, lawmakers, librarians and others in identifying unmet library service needs, examining library and information service issues, and developing recommendations for future library and information services.

Planning Assumptions

As planning for the second White House Conference on Library and Information Services continues, the Preliminary Design Group recommends that the following assumptions guide the work of the planners:

1. Planning efforts will be based on the public act authorizing a second White House Conference.

2. The Conference should be thought of as a process involving persons from every state, territory and Indian Nation in discussion of issues relating to library and information services at local, state, regional and federal levels.

3. The entire process should result in the identification of user needs which will serve as the basis for realistic planning for library and information services as the twenty-first century approaches.

4. The national conference itself should focus on the three themes recommended in this report, with activities at other levels also addressing these themes as well as local, state and/or regional issues.

5. The process should be viewed as a continuum with local activities building up to any state/regional activities which lead to the national conference; after the national conference the results should be reported back for possible action to regional/state/local participants.

6. The public relations component for the entire process should focus on the advocacy of library and information services as an integral and essential part of a democratic society.

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7. The entire conference process should build on the results of the first White House Conference and subsequent developments.

8. Funding for the conference process should not be totally dependent upon federal funds, but should be a combination of private and/or public sector funding.

9. There should be considerable flexibility for agencies planning local, state and regional participation in the pre-White House Conference activities.

10. The opportunity should exist for states to cooperate with each other in holding joint or regional activities.

11. The conference process should involve librarians, library trustees, members of friends of the library organizations, and information services and industry personnel, elected officials at all levels, and representatives of the general public, and the total group should reflect the composition of the population of the states, territories and Indian nations.

12. Emphasis should be placed on attracting and involving persons who were not participants in the first White House Conference on Library and Information Services.

White House Conference Themes

Increased productivity, literacy, and sound government decision making are critical to the health of our nation. They are the concern of the President, Congress, and elected officials at all levels of government. We propose three overarching themes for the 1989 White House Conference: library and information services for productivity, library and information services for literacy, and library and information services for democracy. These themes will enable the Conference to identify unmet needs, examine issues, and develop recommendations as called for in the pending legislation.

These themes also insure that the Conference discussions relate to pressing local, state and national issues that are of concern to the President, Congress, and elected officials whose support libraries need. President Reagan has said: "If we're to renew our economy, protect our freedom, we must sharpen the skills of every American mind and enlarge the potential of every individual American life. Unfortunately, the hidden problem of illiteracy holds back too many of our citizens..."

1. Library and Information Services for Productivity

Productivity in the United States has slowed over the last decade. As a result, our advantage in world markets has been shaken and employment in many industries is affected. A Nation at Risk pointed out:

> The risk is not only that the Japanese make automobiles more efficiently than Americans and have government subsidies for development and export. It is not just that the South Koreans recently built the world's most efficient steel mill, or that American machine tools, once the pride of the world, are being displaced by German products. It is also that these developments signify a redistribution of trained capability throughout the globe. Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs, synthetic fertilizers, and blue jeans did earlier....

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Economists vary in their opinions regarding the causes of increasing or decreasing productivity, but two factors are often cited: investment in technology (equipment, facilities, process) and investment in human resources (knowledge and development of workers' skills and capabilities).

Human resource development is critically important to increasing productivity. Productivity is reduced when workers have difficulty coping with day-to-day responsibilities or envisioning a long-term productive career. Fiber optics, telecommunications, robotics, biotechnology, microelectronics and other technologies are redefining the way most businesses work. The technology and the shift from a manufacturing to a service-and information-driven economy mandate extensive and ongoing retraining for the workforce. This retraining requires literacy skills on the part of workers and assures their ability for continuing learning. Most workers today will be required to master five different jobs in the course of their working life.

The work force will shrink as the "baby boom" generation begins to retire, and the nation will be increasingly dependent upon minority people in the work force. As there are fewer workers and a higher percentage of disadvantaged workers, opportunities for lifelong learning must become part of the foundation upon which we build renewed national productivity.

Increased employment is a key part of economic growth and the stability of the economy. The majority of jobs now added to the economy are in small businesses. Firms of fewer than 20 employees account for more than half of the jobs in the country.

Ensuring the success and economic vitality of small business has become a national as well as a state-level priority. In New York State, for instance, the importance of small business is shown by the estimate that reducing the annual rate at which small businesses fail by only one percent would contribute 40,000 jobs to the state's economy each year.

As more business becomes international, and we compete further in international markets, business needs an expanded understanding of other cultures, languages, and business practices.

Libraries are information agencies in an information society. They are indispensable to the economic well being of our nation. Research and development depends upon access to information. Libraries are needed by industries, business, and government as they deal with the need to increase productivity and adapt to new technology.

Libraries offer, as well, an historic avenue for individual advancement, a means for increased social and economic mobility for poor and disadvantaged persons. For instance, 10 of the 25 fundable activities under the 1983 Job Training Partnership Act (which focuses on retraining the workforce) are part of today's library services -- including job information counseling, literacy training and work readiness preparation.

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Libraries must also continue to provide research and information services vital to economic development. Libraries enhance industrial and business productivity by providing information vital to research and development, operations, and decision making. The products of investment in research, both by government and by the private sector, are available through libraries. Business, science and technology sections of public and university libraries every day provide technical reports, international trade information, economic data, Federal standards and specifications, copies of patents, and other information needed for business and industrial purposes. Small businesses, an increasingly significant part of our economy, need library services because they cannot afford extensive in-house information resources or massive retraining programs.

As technological changes are having an enormous impact on our economy and as our society rapidly becomes more information-based and information-driven, the ability to locate, acquire, organize and use information is essential to success.

The White House Conference will need to consider how libraries can:

- provide business and industry (and small businesses in particular) improved access to needed information;
- help American business acquire a larger share of the international market;
- inform industries, economists, business consultants and others about the resources and services available from libraries;
- expand services that assist in developing a more efficient workforce;
- insure access to new information technology;
- promote economic vitality;
- make information accessible to all people through networks that link the resources of public, university, school and corporate libraries;
- help meet the information, continuing education, cultural, and social needs of senior citizens, ensuring continued productivity of our aging society;
- serve disabled and disadvantaged persons, helping them to become more productive; and
- cooperate with community groups, organizations, and other agencies in focusing upon meeting the needs of troubled youth.

2. Library and Information Services for Literacy

Illiteracy constitutes a national crisis. Some 27 million persons, or one-fifth of the adult population of the United States, are unable to read beyond a fifth grade level. These Americans are functionally illiterate -- unable to complete an application form, write a check,

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address an envelope, or read a safety notice or warning sign. Another estimated 46 million persons are only marginally competent in the reading and writing tasks related to everyday living and working. At the same time the changing nature of many jobs and a more complex society demands higher levels of reading and writing ability. As a result, millions of these Americans are unemployed, underemployed, or less effective members of society. Young people join the ranks of these two groups of reading handicapped every day.

The cost of illiteracy is clear in the following national estimates:

- Forty percent of adults with incomes under $5,000 are functionlly illiterate.
- Over one-third of mothers receiving Aid for Dependent Children are illiterate.
- Eleven percent of today's professional and managerial workers and 30 percent of semi-skilled and unskilled workers are illiterate.
- $6 billion is spent annually on welfare and unemployment compensation due to illiteracy.
- $6.6 billion is spent per year on 700,000 illiterate prison inmates.
- One million students drop out of high school in the United States each year.
- Forty percent of all minority youth may be functionally illiterate.
- $10 billion is expended by corporations in remedial programs for employees.
- $224 billion annually is lost in welfare payments, crime, job incompetence, lost taxes and remedial education.
- $237 billion is forfeited in unrealized earnings of unemployed and underemployed adults.

All libraries play a role in developing and expanding literacy. Libraries offer a unique opportunity for attacking the alarming illiteracy problem in America. The 1984 U.S. Department of Education report Alliance for Excellence calls on "libraries to become active in adult literacy education programs at local, state, and national levels." This recommendation builds on public library experience with serving adult independent learners and in cooperating with schools and community groups. In the last twenty years, libraries have undertaken a dynamic role in helping people who need to develop their reading skills. Libraries seek out and acquire special materials for adult learners. They have added to their library reference services community-based information and referral centers that help potential students and volunteers get involved in local literacy programs and identify other needed services. They work with other literacy education-providers in the community. Libraries provide materials for educators, tutors, and students -- and in many cases they provide library space for tutoring programs. Providing materials, making it easy for people to use those materials, and providing programs, activities, and exhibits that help people in an information society are cornerstones of every library's service. Remediation of literacy problems can involve all types of libraries -- school, academic, public, institution, special,

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and Native American. Remediation, as well as prevention of problems, can range from helping parents and daycare personnel introduce children to books and reading to cooperation in implementing the results of learning disability research.

In a society that daily becomes more information-oriented and more economically dependent on the effective use of knowledge, the ability to find and use information is a fundamental skill. This ability (currently falling under several rubrics: information skills, information literacy, media literacy, critical thinking skills, and higher order thinking skills, to name a few), extends the definition of literacy. A 1983 Department of Education report states "Most educators are now beginning to recognize that we are living in a world that is driven by more information than can be taught. The average citizen, and certainly the well-educated citizen as well, must therefore be capable of selecting and abstracting the information that is needed at any given time...'Excellence in education can no longer be measured by counting the number of facts a student has memorized. Rather, the criterion must be the ability to sort through bodies of information, find what is needed, and use it to solve... problems." This objective should be realized in part through academic courses and in part through school library media centers which provide special opportunity for students to develop research and self-study skills and to build capacities for lifelong learning.

The White House Conference will need to consider how libraries can:

- more effectively support formal education for literacy;
- assist greater numbers of self-learners and their volunteer tutors;
- help persons whose primary language is not English;
- cooperate with other agencies in community information and referral;
- use new technologies to serve learners;
- help people develop coping skills;
- best extend literacy and other services to people in rural areas;
- support and expand literacy and other services to minorities;
- become effective partners and advocates in mobilizing community, state, and federal action in behalf of literacy;
- help newly literate people expand their educational, cultural, and international horizons;
- best use limited Federal funds authorized under LSCA Titles V and VI, and cooperate with other Federal literacy programs;
- support training and education programs in penal institutions;
- strengthen and develop children's services and parent education programs that will help develop a new generation of life-long learners;
- support lifelong learning for people of all ages, conditions, and abilities; and
- improve services through cooperation with the private sector.

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- promote the recognition that the ability to find and use information is a fundamental skill.
- provide opportunities for students to develop the ability to find and use information.

3. Library and Information Services for Democracy

Like business, government at local, state, and federal levels is part of today's complicated information society. Today, more than ever before, information is a crucial resource in a democratic society -- information upon which electors make their decisions, and information upon which elected and appointed officials and their staffs make decisions that affect those governed. Personnel and government decision making is being altered by technology, social change, and a rethinking of federal and state responsibilities. Information can help citizens and public officials anticipate, keep abreast of, and understand issues confronting our society -- issues that may challenge our basic ways of living and thinking. As changes take place in the federal government, more is expected of state and local governments. Government decision making is not the sole responsibility of elected or paid officials -- a democratic society depends upon the informed participation of its people. The Bicentennial of the United States Constitution, which coincides with the White House Conference, suggests the importance and timeliness of this theme.

The White House Conference will need to consider how libraries can:

- serve as effective information centers for all citizens;
- provide elected and appointed officials and their staffs improved access to needed information;
- make use of the technology to store, analyze, and transmit information needed by government decision makers and the public;
- receive and make available the information published by all levels of government;
- maintain up-to-date information about decisions and programs affecting citizens;
- deal with government-produced information regardless of format;
- work with citizen groups to ensure an informed electorate;
- help information users sift through a seemingly ever-expanding information glut, extracting what is useful, reliable, and timely;
- work more fully with the private sector to make information efficiently and economically available;
- assure that access to information is not restricted only to those who can afford to pay for it;
- maintain neutrality in providing information which is variously interpreted and used; and
- cooperate with the Library of Congress and national and state organizations in meeting information needs.

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Participation Leading to the 1989 Conference

Every person in the United States has a stake in the White House Conference. Library and information services are so important to the residents and communities of every state, territory, and Indian Nation that the White House Conference process should provide an opportunity for all interested persons to have a role in reviewing needs for service, evaluating services, and planning how library and information services will serve them in the "information society." Technology provides new ways to involve large numbers of people in discussions of local, state, and federal policy on library services. Accordingly, we recommend that conference planning be sufficiently flexible to enable people in the states to determine appropriate activities preceding the Conference meeting in Washington, D.C.

Some state library agency administrators have expressed the desire not to have state conferences. Others propose that they work with neighboring states in planning and conducting multi-state activities. People in some states may find local "Speak-Outs" or regional meetings a useful means of providing grass roots participation.

Because the proposed legislation authorizing the second White House Conference calls for state conferences, we recommend that the legislation be amended or clarified to provide for appropriate substate and multi-state activities.

In planning for state participation in the process, a planning committee should be appointed in each state. If a state plans to cooperate with other states in holding a joint or regional activity, the planning committee will decide how to select those to attend the joint or regional activity. Each state delegation participating in a joint or regional activity will select from its members, delegates to the White House Conference keeping in mind the requirements as specified in the public law.

During the first White House Conference process, some of the preconferences were held two or more years prior to the White House Conference. It is difficult to maintain the interest of participants in a future conference for that period of time. Based on this experience, it is recommended that the pre-White House Conference activities at the local, state and/or regional levels be held as close in time as possible to the national conference.

For the White House Conference to be a success, it is important that the delegates have a common body of knowledge about the themes and issues to be discussed at the conference. A number of alternatives should be developed to create a common expert base, including publications and institutes. Technology, especially teleconferencing and computer networking, as a medium for training delegates should be incorporated to the fullest extent possible.

Participants in the national conference will spend substantial time in group discussions and each participant will want to be as effective as possible in these discussions. It is essential that the state delegations, prior to the White House Conference, be provided with training in group process techniques. Such training will make group activity at the conference flow more smoothly, and as a result, the substance of the group sessions will not be lost due to group process problems. Skilled and experienced moderators or facilitators are essential.

Identification and Consideration of Issues

The White House Conference process seeks to involve thousands of people in each of the states and territories in discussion of issues relating to library and information services. Some of these issues will address the proposed White House Conference themes of library and information services for productivity, literacy, and democracy. Others will be local or state issues. To make the most effective use of participants' knowledge and time, and to meet the purposes of the proposed White House Conference legislation, a framework is needed to focus issues at all levels that will also result in an agenda for consideration of national issues at the White House Conference.

The issues to be addressed by delegates to the national conference should be determined popularly, through a process beginning at the local level and continuing through any state and regional events. We recommend that the issues be simultaneously studied by subject specialists, working with the White House Conference Advisory Committee and discussed in greater detail in Chapter V. Subject specialists should be charged with compiling relevant statistics and other background information for use by delegates at all levels, who must be well-informed to debate issues and develop recommendations.

For organizational purposes, the White House Conference approach to issues should be hierarchical. The three proposed broad, overarching conference themes of library and information services for productivity, literacy and democracy each subsume a number of different issue clusters. Each issue cluster consists of interrelated, narrow and specific separate issues or problems as identified by delegates at all levels. These will eventually be addressed in the conference recommendations.

The early identification of potential issue clusters related to the themes is crucial for development of background information for use locally. To this end, the Conference Advisory Committee should engage a subject specialist for each of the three themes and determine guidelines for the format of their reports.

The subject specialists for the three areas should be charged with identifying potential issues and issue clusters, and with developing relevant delegate briefing materials.

As delegates meet in local, state, and regional events, they will delete, add to, or otherwise modify the previously identified issues and issue clusters. We recommend that substantive questions arising out of this process should be referred to a small subset of the subject specialists, maintained as an on-call cadre. At the close of state activities the Conference staff should compile a final list of issues generated by the local delegates. Those recurring from state to state and of greater than merely local or state interest should be identified from this list.

We recommend that the subject specialists reconvene to formulate an array of possible recommendations to address this list of national issues. Issue option papers would be prepared summarizing recommendations from state or multi-state activities. Separate mini-conferences might be held to elucidate each theme, and recommendations from these conferences also would be included.

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Shortly before the White House Conference, those persons selected to be delegates might meet in regional delegate caucuses to add to, delete, or modify the options presented. They then would vote to determine the priority ranking of issues within each cluster and of options for recommendations accompanying them. A second approach might be to poll delegates by mail concerning their choice of options and preferred ranking of issues.

The foregoing procedures are intended to result in a substantive agenda for the national conference. The issues and options for recommendations have evolved through a popular, democratic process which is nonetheless supported by informed opinion from subject experts. At each stage, the mass of inputs is winnowed to form a manageable final body of materials for the Conference. Thus the final Conference discussion and voting represents a genuine grass roots expression of its concerns and chosen recommendations for incorporation into public policy by its elected leaders.

The national White House Conference will require the services of skilled discussion leaders, meeting moderators, and presiding officials. These persons must have a thorough understanding of what is to be accomplished at the Conference and considerable experience in group process techniques.

Activities After the National Conference

It is also important that the results and action plans from the White House Conference be taken back to the people who participated in regional, state or local activities. This will enable the participants to review what occurred at the national conference and to assess what the impact could be on their own recommendations. The opportunity would exist for the participants to discuss what they could do to begin implementing the results of their activities as well as those of the national conference.

This follow-up activity is important. Many of the participants in the state conferences during the first White House Conference process lost interest in both the national resolutions and in the state resolutions when their participation ended with the state conferences. Much time and effort will be expended in preparing the participants, giving them a unique background and experience which must not be lost in the implementation phase due to lack of post-conference communication. This follow-up activity would complete the process at the level where it had begun - the local level.

As specified in the public law, a final report of the Conference including findings and recommendations shall be submitted to the President. This report will become a blueprint for future action. It should be disseminated widely, and plans should be developed by the Advisory Committee for implementation of recommendations.

Following the precedent of the first White House Conference, the Preliminary Design Group hopes that the President will appoint an interagency task force to make recommendations for implementation of the resolutions at the federal level, and to follow up so that these resolutions are implemented.

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V. Administration of the White House Conference

Planning for and administration of the White House Conference requires the knowledge and skills of members of various advisory committees and of conference staff; cooperative relationships between states and the federal government, and adequate funding to support all activities. This chapter reviews the role of the White House Conference Advisory Committee. A Federal Interagency Task Force is proposed to harness the resources and skills of federal departments and agencies toward the White House Conference effort. Program and Operations Teams of experts are suggested to assist the White House Conference Advisory Committee. Recommendations are made to encourage cooperative working relationships between the states and the federal government. Suggestions are made relating to conference staffing. Alternatives are identified for financing the conference.

White House Conference Advisory Committee

The proposed legislation establishes a White House Conference Advisory Committee. While the Conference is held under the auspices of NCLIS, the Advisory Committee has responsibility for planning and conducting the Conference. The Advisory Committee selects the Chair of the White House Conference. The Chairman of NCLIS is to serve as the Vice Chairman of the Advisory Committee. The Advisory Committee elects its Chair from among its members, but the Chair may not be a full-time federal employee.

The Advisory Committee consists of thirty persons. Eight members are appointed by the Chairman of NCLIS. Five members are appointed by the Speaker of the House of Representatives with no more than three being members of the House, and five members are appointed by the President pro tempore of the Senate with no more than three being members of the Senate. Ten members are appointed by the President. In addition, the Secretary of Education and the Librarian of Congress are members of the Advisory Committee.

In order to identify responsibilities, qualifications and desirable experience of Advisory Committee appointees, a position description was developed for Advisory Committee members, supplemented by a chart identifying categories of persons sought, characteristics, and geographic regions. These documents are intended for the use of persons making appointments to the Advisory Committee. The documents are included in Appendix A and Appendix B, pages 22 and 23.

Interagency Task Force

Following the enactment of White House Conference authorizing legislation, NCLIS should establish an interagency task force to carry out early White House Conference tasks and responsibilities prior to appointment of the White House Conference Advisory Committee. This task force should consist of representatives from federal agencies and/or their various subdivisions whose missions relate to the conference themes of productivity, literacy and democracy. Under the proposed legislation, such agencies are mandated

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to participate in relevant activities under NCLIS leadership ("each Federal department and agency...shall cooperate with, and provide assistance to the Commission upon its request...") and may provide funding assistance and staff as well as other administrative support. This initial interim effort would continue as needed, subsequent to the establishment of the permanent White House Conference organization with its own staff and offices. A list of relevant agencies from which the Interagency Task Force might be drawn is included as Appendix C, page 25.

Program and Operations Teams

The proposed White House Conference legislation authorizes the Chairman of the Advisory Committee "...to establish, prescribe functions for, and appoint members to, such advisory and technical committees and staff as may be necessary to assist and advise the Conference in carrying out its functions."

The Preliminary Design Group recommends that three Program Teams be appointed, one for each of the Conference themes of library and information services for productivity, library and information services for literacy, and library and information services for democracy. Program Teams would report to the White House Conference Advisory Committee. Responsibilities of Program Teams would include:

1. Identifying and refining issues and issue clusters as detailed in Chapter IV of this report.

2. Advising on plans for White House Conference programs and sessions at the level of responsibility requested by the Advisory Committee.

3. Preparing publications, conducting research and otherwise providing for the necessary background information on Conference themes and issues.

4. Preparing advance materials for delegates to provide a common level of knowledge of each theme.

5. Planning and conducting a mini-conference on each theme, perhaps at and through a major university with a center for the study of the theme area, with papers and reports published as proceedings.

Members of Program Teams should be appointed from a wide variety of national organizations or interest groups with direct interest in the themes. Representatives of library and information services organizations should be on all three Program Teams. A list of possible organizations and interests that might be represented on Program Teams is included as Appendix D, page 27. This is a representative list only and does not attempt to identify all organizations and interests that should be or would want to be involved.

In addition, consideration should be given to appointment of Operations Teams to advise the White House Conference Advisory Committee. Separate Operations Teams might be established to address public awareness, finance, personnel, and publishing.

Federal/State Relationships in Conference Planning

In the planning for the 1989 White House Conference, the relationship between the agency or organizations responsible for the administration of federal funds and the state agency or organization responsible for implementing state or regional programs and activities should be one of mutual dialogue.

Some state agency personnel who participated in 1979 White House Conference activities strongly believe that too many procedures were mandated at the federal level. In some cases, policies and procedures were changed after states were well into the planning of state conferences.

The Conference Advisory Committee must be cognizant of these strong feelings and sensitive to problems that might occur without full discussion. As the Advisory Committee develops the concepts and processes, it is essential that it maintain a dialogue with state agencies and organizations and provide those groups with opportunities and adequate time to respond thoughtfully to proposed plans.

The 1989 White House Conference should be implemented in accordance with a national public act, which is yet to be enacted. Ultimately it must be viewed as a reflection of our federal system in which some major decisions are made at the sovereign state level, territorial level, Indian Nation level, and others are made at the federal level. The need to recognize the intent of Congress as well as existing federal/state relationships in the planning for the White House Conference should complement the experience of traditional federal/state relationships. The relationships among the federal government, the state agency or state organization responsible for the administration of federal funds and the state agency or organization responsible for planning pre-White House Conference programs and activities should also follow that philosophy.

Staffing for the Conference

The conference needs a core full-time staff dedicated to the planning, implementation and post conference activities of the White House Conference. Both management and clerical staff are needed for a sufficient period of time to adequately staff the entire White House Conference process at the national level.

Additional staff will be required for varying periods of time. Coming to the White House Conference with differing backgrounds and skills, these persons may answer the varying needs of the conference process as it moves through each of its phases. Staff may come from at least five possible sources.

First, professional level staff should be lent from other federal agencies. These individuals will probably be of GS 9 level and above. They should have clerical support from their individual agencies.

Second, libraries in the United States may be willing to lend staff to the White House Conference. These individuals will probably be librarians with several years in the profession. Their time spent working on the conference might be treated as sabbatical leave so that they are paid by their library.

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Third, interested national organizations and associations may be willing to lend staff to the White House Conference. Staff of associations often are particularly skilled in conference planning and design.

Fourth, some staff may be individuals on leave without pay from various libraries or from other interested organizations. They would work for periods of one month or longer. Their salaries would come from White House Conference funds. They would then return to their permanent positions.

Fifth, librarians and other subject specialists would be available to create specific papers or documents under grants from White House Conference funds, U.S. Dept. of Education grants or other funding sources. These may be library school faculty and other university faculty. They would research and write at their place of employment.

Alternatives for Financing the Conference

The 1979 White House Conference process was financed primarily from public funds provided by the federal and state governments. The Preliminary Conference Design Group has identified several alternatives for NCLIS to consider for financing the 1989 White House Conference process.

One alternative for financing the conference would be for a federal appropriation for the entire cost of the process from the local level to the national level. There will be costs for staff, delegate and committee travel, use of equipment and space, preparation and distribution of materials, and many other White House Conference functions. Expenses would be incurred at the national and state levels. For grant funding from the national level to the states, the Advisory Committee would establish a minimum and a maximum grant amount for which each state would be eligible.

A second approach would be to have the White House Conference process funded from a combination of federal, state, and private sources. Federal funds might be made available on a matching basis from funds committed by state government and contributed from private sources. The federal match could be one dollar for every dollar provided by state and/or private sources with appropriate maximum and minimum federal shares. States could use Library Services and Construction Act funds as well as state in-kind contributions in meeting their matching requirements. The advisory committee would establish a maximum allowable in-kind contribution for the state match. This type of funding arrangement would require conference planners to prepare carefully for the funding aspects. It would require a long lead time. Many states operate on a biennial budget process and would need to identify funding needs three to four years prior to state activities.

A third alternative would be to fund the process entirely with funds from the private sector. Foundations and corporations could be approached to provide funds for activities at the local, state, regional and national levels.

VI. White House Conference Planning Timetable

Certain activities and events must occur at certain times if the White House Conference process is to progress. A timeline is proposed for a White House Conference to be held in October, 1989. While dates for specific activities and events might be changed or adjusted as needed, it is important that many of the activities occur in sequence so that Conference planning and implementation proceeds as smoothly as possible.

WHCLIS Timeline

fall, winter '85	enlist cosponsors for S.J. Res. 112, H.J. Res 244
spring '86	Senate and House hearings
spring '86	Senate and House committees report bills out for votes
Apr. '86	House and Senate conference
by Sept. '86	Congress passes bill; President signs
Sept. '86	year-end supplemental appropriation
Sept. '86	White House press release
Sept. '86 +	form interagency task force
Sept. '86 - Mar. '87	secure detailees, interim offices
Oct. '86	appoint advisory committee
Nov. '86	select WHCLIS chair
Nov. - Dec. '86	appoint "big name" Deputy Chairs
Nov. - Dec. '86	appoint Executive Director
Dec. - Mar. '87 +	select staff, permanent offices
Dec. '86	begin WHCLIS newsletter
Jan. '87	briefings for national organizations, professional associations industry, etc.
Apr. '87 +	set up mechanism for contributions
May '87	President contacts Governors
June '87	adopt and mail State activity guidelines
July '87	briefings for State coordinators
July - Aug. '87	engage subject specialists
Aug. '87	satellite teleconference/workshops for State events
Sept. '87	White House reception
Sept. '87	develop subject specialist report guidelines
Oct. '87 - Jan. '88	subject specialists refine WHCLIST issue clusters, develop statistics, background information
Feb. '88 - Mar. '89	State activities: meetings, conferences, etc.
Feb. '88	Census, NCES, BLS statistics publications
Mar. '88	miniconference: productivity
Apr. '88	form corporate task force
Aug. '88	miniconference: literacy
Oct. '88	Chair briefs Congress
Nov. '88 - Mar. '89	list issues as identified in States
Feb. - Apr. '89	subject specialists develop issue option papers
Feb. '89	miniconference: democracy
Apr. '89	compile lists: all delegates, issues, options
Apr. - June '89	regional delegate caucuses: prioritize issues, finalize choice of options, form essentials of agenda
June '89	poll delegates for interest areas, make assignments
June - July '89	develop WHCLIS procedures, workbooks

July '89	Department of Education literacy publication
Aug. '89	delegation heads review procedures
Aug. '89	publish and mail to delegates: final agenda, issues and options, workbooks
Sept. '89	NCLIS publishes miniconference reports
Sept. '89	mail miniconference reports to delegates
Sept. - Oct. '89	"national information week/month"
Oct. '89	WHCLIS
Oct. '89 - Jan. '90	summarize recommendations in final report
Oct. '89 +	post-conference activities at regional, state and local levels
Nov. '89	National Press Club press conference
Feb. '90	present final report to President
Mar. '90	testify in House, Senate
Apr. - May '90	form national task force (WHCLIST) to identify and plan implementation, establish post-conference communication channels

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VII. Building Support for the White House Conference

Users and providers of library and information services will receive the greatest benefit from investment of time, talent and funds by sharing responsibility for and involvement in the process from the start. The conference ought to be a catalyst for local and state improvement of services long before the national event and its implementation phase.

To ensure results from the White House Conference, involvement must be sought and shared with people from within and without the library field. Indeed, broad grass roots involvement is necessary to secure legislation, funding and Presidential sponsorship. Therefore, the highest priority should be placed on early and continuing communication and feedback. A professional public relations expert should be hired as soon as funds are available--not as a latecomer but as an integral part of early steps. A carefully planned public awareness program and budget will enable the conference staff to establish connections with library support groups as well as with literacy, education, business and public sector organizations. A list of such agencies is included as Appendix D. Trustees and Friends of the Library at local, state and national levels can become allies and financial supporters if channels of communication are established early.

Lively debates at state and national meetings and publication of issue papers in library journals, publications of other organizations, and popular magazines ought to be promoted. Those composing the advisory committee's subject specialists should act as liaisons to their associations.

Realistic expectations for financing the complete conference process are that funds will be needed from government, foundations, business and industry, and organizations. Members of the advisory committee should establish two-way communication with all of these groups far in advance of any need for underwriting.

Securing support begins with early communication. Attention to the cultivation of allies is vital.

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ADVISORY COMMITTEE MEMBER POSITION DESCRIPTION

Appointments to the White House Conference on Library and Information Services Advisory Committee will be made by the President, the Speaker of the House of Representatives, the President pro tempore of the Senate, and the Chairman of the National Commission on Libraries and Information Science. Potential appointees will want to know what Advisory Committee member responsibilities will be. This position description has been prepared for consideration by appointing authorities.

TITLE	Member, Advisory Committee for White House Conference on Library and Information Services, 1989.
RESPONSIBILITIES	As a member of a 30 person advisory group, in effect, this person will have the same responsibilities as a corporate or association director or library trustee. She/he will participate in policy making, planning, review and evaluation of program segments and financial statements to assure success of the conference within the allotted budget. Professional full-time staff will be available for early planning, implementation and evaluation of the conference.
QUALIFICATIONS	Expertise in acquiring, providing or transmitting information. Ability to think conceptually and with national perspective. Sound and impartial judgement. Strong personal commitment.
EXPERIENCE	The #1 or #2 person in a corporation/organization/state/municipality or other government entity or a person familiar and comfortable with board responsibilities is required. Preferably the individual's occupation will relate to libraries and information services either as a user or a provider of information. In any case, key elements for this advisory appointment are: (1) proven leadership capabilities displaying effectiveness in guidance and oversight and (2) commitment to a successful conclusion.
COMPENSATION	Actual transportation costs and standard government per diem.
ESTIMATED TIME REQUIRED	Six, two-day meetings per year and travel time plus study time during planning and implementation phases.
MISCELLANEOUS	In addition to the above qualifications, and in order to provide appropriate diversity, the categories in Appendix B should be considered.

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Appendix B

ADVISORY COMMITTEE COMPOSITION CHART

* Appointing authorities will want to make the Advisory Committee as representative as possible. This chart has been prepared for consideration by appointing authorities.

	Northeast	Southeast	Central	Mt./Plains	West
1. LIBRARY PROFESSIONAL					
A. Public					
b. K-12					
c. Academic					
d. Special					
e. Government					
1. Federal					
2. State					
f. Library Education					
2. LIBRARY SUPPORT					
a. Trustee					
b. Friend					
c. Prof. Assn.					
3. INFORMATION PROFESSIONAL					
a. Publisher					
b. Author					
c. Media					
1. Print					
2. Electronic					
d. Abstracting					
e. Data Base					
f. Network					
4. USER					
a. Professional					
b. Business/Industry					
c. Technical/Science					
d. Homemaker					
e. Student					
5. GOVERNMENT					
a. Federal Official					
b. State Official					
c. Local Official					
A. DEMOGRAPHIC					
a. Urban					
1. Innercity					
2. Suburban					
b. Rural					
1. Town					
2. Country					
B. AGE					
a. 19-32					
b. 33-50					
c. 51-65					
d. 65-Over					
AA. MINORITIES					
a. Native American					
b. Black					
c. Hispanic					
d. Asian					
BB. HANDICAPPED					
a. Visually					
b. Deaf/Oral Deaf					
c. Limb Immobile					

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The White House Conference on Library and Information Services Taskforce uses the regional structure outlined below for its organization. Appointing authorities may wish to consider this regional structure in making appointments to the Advisory Committee.

Northeast	Southeast	Central
Connecticut	Alabama	Arkansas
Delaware	District of Columbia	Illinois
Maine	Florida	Indiana
Maryland	Georgia	Iowa
Massachusetts	Kentucky	Michigan
New Hampshire	Louisiana	Minnesota
New Jersey	Mississippi	Missouri
New York	North Carolina	Ohio
Pennsylvania	South Carolina	Wisconsin
Puerto Rico	Virginia	
Rhode Island	West Virginia	
Vermont		
Virgin Islands		

Mtn/Plains	West
Colorado	Alaska
Kansas	Arizona
Montana	California
Nebraska	Hawaii
North Dakota	Idaho
Oklahoma	Nevada
South Dakota	New Mexico
Texas	Oregon
Utah	Pacific Territories
Wyoming	Washington

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Appendix C

POTENTIAL SOURCES FOR INTERAGENCY TASK FORCE MEMBERS

Executive Office of the President
- Office of the Vice President
  - Domestic Policy
- Office of Management and Budget
  - Office of Information and Regulatory Affairs
- Office of Policy Development
  - Office of Policy Information
  - Office of Private Sector Initiatives
- Office of Science and Technology Policy
- Cabinet Council on Human Resources
- National Productivity Advisory Committee
- National Voluntary Service Advisory Council

Department of Agriculture
- Assistant Secretary for Science and Education Administration
  - Extension Service
  - National Agricultural Library
- Under Secretary for Small Community and Rural Development
  - Rural Development Policy

Department of Commerce
- Assistant Secretary for Communications and Information Policy
  - Policy Analysis and Development
  - International Affairs
  - Telecommunications Applications
  - Institute for Telecommunications Sciences
- Assistant Secretary for Productivity, Technology and Innovation
- National Technical Information Service
- Bureau of Economic Analysis
  - National Analysis and Projections
- Bureau of the Census
- Economic Development Administration
- Assistant Secretary for Trade Development
  - Office of Service Industries
    - Information Industries Division
  - Deputy Assistant Secretary for Science and Electronics
- National Bureau of Standards
  - Institute for Computer Sciences and Technology
- President's Commission on Industrial Competitiveness

Department of Defense
- Deputy Assistant Secretary for Public Affairs
  - Directorate for Freedom of Information and Security Review
- Defense Technical Information Center
- Technical Libraries (10 in D.C. area)

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Department of Education
- Assistant Secretary for Educational Research and Improvement
  - Center for Libraries and Education Improvement
  - National Center for Education Statistics
- Assistant Secretary for Special Education and Rehabilitation Services
- Assistant Secretary for Elementary and Secondary Education
- Assistant Secretary for Vocational and Adult Education
- Division for Information Services
- Division for Library Programs
- National Advisory Council on Adult Education
- National Advisory Council on Continuing Education
- National Advisory Council on Indian Education
- National Advisory Council on Vocational Education
- National Advisory Council on Women's Educational Programs
- National Council on Educational Research
- Office for Research

Department of Health and Human Services
- Office of Human Development Services
  - Administration for Children, Youth and Families
  - Administration on Aging
  - Administration on Developmental Disabilities
- National Library of Medicine

Department of the Interior
- Bureau of Indian Affairs
  - Office of Indian Education Programs
  - Office of Indian Services

Department of Labor
- Employment and Training Administration
  - Office of Job Training Programs
- Bureau of Labor Statistics
- National Commission for Employment Policy

Department of State
- Assistant Secretary for Economic and Business Affairs
  - Transportation and Telecommunications Affairs
- Bureau of International Communications and Information Policy

Independent and Legislative Branch Agencies

ACTION
Copyright Royalty Tribunal
Corporation for Public Broadcasting
Federal Communications Commission
Government Printing Office
Library of Congress
National Council on the Handicapped
National Endowment for Democracy
National Endowment for the Humanities
National Science Foundation
Postal Rate Commission
Small Business Administration
Smithsonian Institution
United States Information Agency
Veterans Administration

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Appendix D

EXAMPLES OF ORGANIZATIONS AND GROUPS FOR POSSIBLE PROGRAM TEAM MEMBERSHIP

A. Library and Information Services Associations

American Association of Law Libraries
American Indian Library Association
American Library Association and its divisions and units
American Society for Information Science
Association for Library and Information Science Education
Association of Research Libraries
Chief Officers of State Library Agencies
Friends of Libraries USA
Medical Library Association
National Association of State Educational Media Professionals
Special Libraries Association
Urban Libraries Council
White House Conference on Library and Information Services Task Force

B. Related Associations

Association for Educational Communications and Technology
Association of American Publishers
Computer and Communications Industry Association
Information Industry Association
National Federation of Abstracting and Indexing Services
Society of American Archivists

C. Education Associations and Groups

American Association for Adult and Continuing Education
American Association for Higher Education
American Association of University Professors
American Council on Education
American Federation of Teachers
Council of Chief State School Officers
Institute of Educational Research
International Reading Association
Laubach Literacy International
Literacy Volunteers of America
National Association of Independent Colleges and Universities
National Congress of Parents and Teachers
National Education Association
National School Boards Association

D. User Groups

American Association of University Women
American Federation of Labor/Congress of Industrial Organizations
American Management Association
Association of Junior Leagues
Boy Scouts of America
Boys Clubs of America
Camp Fire, Inc.
Chamber of Commerce of the United States
Girl Scouts of the U.S.A.
Kiwanis International
League of Women Voters of the United States
Lions International

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National 4-H Council
Optomist International
Quota International
Rotary International
United States Jaycees
Zonta International

E. Special Groups

American Association of Retired Persons
American Council of the Blind
Association for Children and Adults with Learning Disabilities
Black Affairs Center
Division of Physically Handicapped Children
Hispanic Institute in the United States
National Council on the Aging
National Federation of the Blind
Service Corps of Retired Executives Association

F. Public Affairs Groups

American Society for Public Administration
Council of State Governments
Education Commission of the States
National League of Cities
National Association of County Officials and County Executives

G. Business, Industry, Professional and Agricultural Interests for Which Association Representation Might be Sought

Agriculture
Construction
Electronics
Financial
Heavy Industry
High Technology
Light Industry
Law
Medicine
Mining
Retail
Utilities
Wholesale

H. Sources, Other Than Associations

Administrative and support staff of Congress
National libraries

PRELIMINARY DESIGN GROUP MEETINGS AND ACTIVITIES

At its first meeting in Washington, D. C. on April 17, 1985, the Preliminary Design Group accepted the charge and formed subcommittees to begin identifying issues and drafting recommendations. The Design Group also determined that it would solicit as many ideas and suggestions as possible from all interested persons. To that end, Design Group Chair, Bill Asp, wrote a letter requesting ideas and suggestions for Design Group consideration. More than 1,200 copies of the letter were sent by NCLIS to participants in the 1979 White House Conference, including all conference planners and members of advisory groups. The letter was also sent to library and information services associations and other professional associations having an interest in library and information services. Some thirty responses were received, with many suggestions which the subcommittees discussed. Almost all responses indicated support for a 1989 White House Conference, offered assistance in planning, and expressed interest in continued involvement.

Additional assistance to the Design Group was provided by staff of the Congressional Research Service, Library of Congress. Robert Chartrand, Senior Specialist in Information Policy and Technology and ex-officio Design Group member, and Sandra Milevski, Senior Research Assistant, provided a variety of reports and other documents to the Design Group. Ms. Milevski prepared an extensive report on White House Conferences held since 1979, reviewing composition of conference advisory committees; conference design, scope and focus; conference finance and time schedules for planning. Mr. Chartrand is working with Joseph Becker to prepare for NCLIS a report on techniques for reviewing the NCLIS national program document, Toward a National Program for Library and Information Services: Goals for Action, with the possibility of having the document revised or a new national program document developed for discussion at the 1989 Conference.

The Design Group continued its work at meetings in Chicago on July 8 and August 21, and in a meeting in New Orleans on October 22 and 23, 1985. Work was completed in November, 1985.

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Acknowledgments

The White House Conference on Library and Information Services Preliminary Design Group expresses its sincere appreciation to all individuals and organizations offering ideas and suggestions which greatly assisted the Design Group in developing recommendations for planning the 1989 White House Conference. Special appreciation is expressed to Mary Alice Hedge Reszetar, Associate Director of NCLIS, who offered valuable information and ideas, arranged for all Design Group meetings, and prepared minutes of Design Group meetings. Special appreciation is also expressed to Ruth Miller, Minnesota Office of Library Development and Services, for providing clerical support for the Design Group including the typing of this report.